

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing
Sections 47 & 49, FALL 2020

Instructor:	Au-Co Tran
Telephone:	Message me through Canvas
Email:	au-co.tran@sjsu.edu , but message me through Canvas.
Class Days & Time	M/W 10:30 a.m. - 11:45 a.m., 3:00 p.m. - 4:15 p.m.
Zoom Information:	Zoom ID: 658 096 1113 Password: yellow
Office Hours (on Zoom only):	M/W, 11:45 a.m. to 2:45 p.m. (and by appointment) Note: since this is an online class, the responsibility to reach out when you need help or don't understand something is on you . Therefore, you are encouraged to come to office hours if you need clarification or extra help. Even in an in-person class setting, I wouldn't be able to read your mind to know when you need help.
Prerequisite:	Directed Self-Placement
GE/SJSU Studies Category	GE Area A2 Written Communication I (Note: Students must receive a C- or higher to pass the course)

This course will be a hybrid of synchronous (real-time lectures on Zoom) and asynchronous (pre-recorded videos). The days we meet on Zoom are clearly noted on the schedule found below. If I make any changes, you will receive ample notice. These synchronous Zoom days should be treated as an in-person class; that means I will take attendance and assignment prompts given "in class" cannot be made up. However, any lecture slides will be made available. But it is your responsibility to ask your classmates for extra notes.

Faculty Web Page and Canvas Messaging

Since we are completely online for this class, Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.)

Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting Me

Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally

unavailable over the weekends except to post updates. Additionally, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

Note: All messages that do not demonstrate professionalism (e.g. ones that start with “Hey.”) will not get a response.

English 1A Course Description

As Americans, we tend to see the rest of the world’s culture through the lens of our understanding of what culture is; an understanding allowed to us by our first-world privilege. In this class, we will explore cultures that are outside of our own personal orbits so that we can reshape our worldview through writing and critical thinking. This class will be divided into three units in which we will use articles about current issues to explore the ideas of different types of culture. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

English 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Required Texts

- No textbook required; all reading material can be found on Canvas.

Required Materials

- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.
- Zoom: all of our face-to-face meetings will take place on Zoom.
 - Zoom ID: 658 096 1113
 - Password: yellow

Library Liaison

Peggy Cabrera, Librarian for English Department
Email: Peggy.Cabrera@sjsu.edu
Phone: 408-808-2034

Assignment Breakdown with Learning Goals and Outcomes

UNIT	PROJECT NAME	GELO	WORD COUNT	POINTS
1	PROFILE	1, 2, 3, 4, 5	1000	100
	REFLECTION	3, 4, 5	500	10
2	OPEN LETTER	1, 2, 3, 4, 5	1000	100
	REFLECTION	3, 4, 5	500	10
3	PSA	1, 2, 3, 4, 5	1500	150
	REFLECTION	3, 4, 5	500	10
1-3	ANNOTATED BIBLIO.	1, 2, 3, 4	500	15
1-3	PEER REVIEWS	1, 2, 3	///	20
1-3	ACTIVITIES	1, 2, 3, 4	500	30
1-3	WEEKLY WARM-UPS	1, 2, 3, 4, 5	1000	40
///	PORTFOLIO	1, 2, 3, 4, 5	1000	15
Total		///	8000	500

Assignments

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. Improperly formatted papers will lose points.

Formatting Resource: Owl Purdue Online Writing Lab
(<https://owl.english.purdue.edu/owl/resource/747/01/>)

Major Assignments

1. **Unit 1 - Profile:** You will write a profile on a person of your choice.
2. **Unit 2 - Open Letter:** You will write an open letter to a specific audience
3. **Unit 3 - PSA: Ethnography:** You will create a website that's a PSA presentation educating your classmates and myself about a cultural group that you are a part of.

Minor Assignments

Weekly Warm-Ups: On Monday of every week, I will send out the lecture video/slides along with a prompt that's related to the project we are working on. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You have one week to complete the assignment; warm-ups are always due at 11:59 p.m. on the following Sunday

Activities: Activities will be done over our Zoom sessions. These activities will most likely be done in groups with classmates using the Breakout Room feature on Zoom.

Peer Review: One of the most important steps in the writing process is evaluating the work of your peers. Identifying the pros and cons of other writers will help you do the same for your own writing. For your first two projects, you will be given time to read your peers' work, as well as have them read yours. If you have not submitted your rough draft by the start of the Peer Review day, **that is a zero**. If you do not show up to the Zoom meeting on the day of the Peer Review, **that is also a zero**.

No extra credit will be offered in this class.

Note: Weekly Warm-ups and Activities will not be accepted. Late work for Peer Review will be accessed case by case.

Check under Modules on Canvas to see an overview of assignments.

Grading Information

Grading Policy:

For essays: I generally read assignments by looking at three things: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment.

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Essays & Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-60	F	59 or lower		

I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.

I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. Do not message me at the end of the semester to ask me to round up to an A-.

Your grade on Canvas is NOT accurate. Your grade on Canvas will **ALWAYS** be higher than your actual grade. The grade reports I send out grade reports throughout the semester will have your most accurate grade. Do not message me at the end of the semester asking why you got a lower grade than is shown on Canvas.

If you have any questions about your grade for an assignment, **you have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That’s why it’s encouraged to have the Canvas app on your phone.) Any later, and it’s too late. Do not ask me at the end of the semester about an

assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

Keep in mind, you need a C or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Course Protocol

Note: If there's anything that 2020 has taught us so far, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments.

However, as stated before, for smaller assignments, I will not accept late work.

Submissions: I will only accept submissions on Canvas. No email. No sharing via Google. If I do not receive a submission from you on Canvas before the deadline, **that is a zero**. It is your responsibility to make sure your submission went through. (If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.)

Keep in mind, it is not my responsibility to seek you out and remind you to submit on Canvas. Excuses like "I wrote my response in my notebook but I forgot to type it up and submit it on Canvas" or sending me your Google doc history will not be acceptable excuses. **So, once again: if I do not have a submission from you ON CANVAS, that is a zero.**

Late Policy: All assignments are due at 11:59 p.m. on the day of the deadline. For in-Zoom activities, if you are not present on the call when the prompt is given, that will be a zero. If you are not present for a presentation, that is a zero. For major assignments, you will lose 10 points from your overall grade every day it is late for two days. After that, it is a zero. *Requests for extensions will be treated case-by-case.*

Participation: *What qualifies as participation:* showing up to our Zoom meetings; asking good questions; listening carefully and courteously to both me—your instructor—and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments.

What does not qualify as participation: sleeping; staring; asking for repeated instructions; dominating discussions; making small talk; studying for another class; texting/social media browsing; going to the restroom. Time your bathroom breaks around our class meetings. If you miss a Zoom call, it is **your** responsibility to contact a classmate.

Attendance: As I've stated above, this is a hybrid asynchronous and synchronous class. We'll be meeting at the beginning of each unit when we start a new project and several times throughout the unit as I see necessary. Any assignments/activities given during those meetings cannot be made up if you miss the meeting.

If you miss a Zoom meeting (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information.

Food: Have you seen [this story](#) about the meatball sub? We're all at home now, which makes it tempting to snack or eat meals as we do our work, but keep Samantha Lee's example in mind and plan accordingly! If you must snack during our scheduled Zoom meetings, that's fine, but remember to mute yourself if it's an extra crunchy snack.

Zoom etiquette: Have your video turn on when possible. Mute when you're not talking. Dress appropriately. Be mindful of your background. You can use the graphic option on Zoom, but if you're not, make sure it's an appropriate setting. Do your tech support before we start. Don't do other private things while in a meeting. Stay focused. You shouldn't be doing other stuff while in a Zoom meeting for our class.

Consideration: We will discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

University Policies

SJSU's Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information Web Page at <http://www.sjsu.edu/gup/syllabusinfo/>.

Academic Integrity

The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. You can find the Student Conduct and Ethical Development policy at the following address – <http://www.sjsu.edu/studentconduct/>.

Plagiarism – We have ZERO tolerance for academic dishonesty. Cheating on exams or plagiarizing the work of others will result in a failing grade and sanctions by SJSU. For DSGN 100W each student this means that you are expected to write all assignments in their own words and give proper credit to ideas that were borrowed from others in footnotes and bibliographies. You are fully accountable for understanding plagiarism policies. To learn more about what plagiarism is and how to avoid it, go to the following website: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>

The SJSU Catalog defines plagiarism as follows:

1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to: 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work,

and

1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (see <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Student Writing Resources

You cannot do your best writing all alone, so reach out to the SJSU Writing Center for help. They are staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Email the Writing Center staff at <http://www.sjsu.edu/writingcenter/about/staff/>.

Student Technology Resources

You will need a computer, tablet or smartphone and the internet to access the Canvas site. All students should have their own computer with the required software (Adobe CS, Solidworks, MS Office). If you need equipment, check out: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>.

Adobe Creative Suite licenses are available through the SJSU Adobe software program for faculty, staff, and students. Adobe Creative Suite 6 Design and Web Premium are available via download at <http://its.sjsu.edu/services/adobe/> (Photoshop CS6 Extended, Illustrator CS6, InDesign CS6, Dreamweaver CS6, Flash® Professional CS6, Fireworks® CS6, Acrobat® X Pro, Bridge CS6, Media Encoder CS6.)

Additionally, you might find canva.com helpful as a resource. Create a free account to use all of their graphic design templates and resources.

[Wordpress.com](http://wordpress.com) and [Wix.com](http://wix.com) are two free website building tools. Wordpress is an open-source and more customizable, while Wix is template based but easier to navigate.

Please refer to the Syllabus Contract once you are done reading through this.

Course Schedule

Note: The schedule is subject to change with fair notice in class or via Canvas.

All assignments are due on Canvas by 11:59 on the due date. **NO SUBMISSION = ZERO**

WEEK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
0			8/19	<ul style="list-style-type: none"> ZOOM MEETING • Introductions • Syllabus • Contract & Writing Questionnaire 	1
1	8/24	<ul style="list-style-type: none"> • Introduce Profile Essay Prompt • Read Week 1 Material • Week 1 Warm-Up (due 8/30) 	8/26	<ul style="list-style-type: none"> Q&A ZOOM MEETING 	
2	8/31	<ul style="list-style-type: none"> • Last day to drop without a W • Read Week 2 Material • Week 2 Warm-Up (due 9/6) 	9/2	<ul style="list-style-type: none"> DUE: ANNOTATED BIB Getting to know you 10-min ZOOM sessions • Sign up here 	
3	9/7	<ul style="list-style-type: none"> • LABOR DAY 	9/9	<ul style="list-style-type: none"> ZOOM MEETING DUE: PROFILE ROUGH DRAFT • Peer Review • NO WEEKLY WARM-UP 	
4	9/14	<ul style="list-style-type: none"> DUE: PROFILE FINAL DRAFT • NO WEEKLY WARM-UP 	9/16	<ul style="list-style-type: none"> DUE: PROFILE REFLECTION 	
5	9/21	<ul style="list-style-type: none"> • Introduce Open Letter Prompt • Read Week 5 Material • Week 5 Warm-Up (due 9/27) 	9/23	<ul style="list-style-type: none"> Q&A ZOOM MEETING 	2
6	9/28	<ul style="list-style-type: none"> • Read Week 6 Material • Week 6 Warm-Up 	9/30	<ul style="list-style-type: none"> • Continue working on the project 	
7	10/5	<ul style="list-style-type: none"> • Read Week 7 Material • Week 7 Warm-Up (due 10/11) 	10/7	<ul style="list-style-type: none"> ZOOM MEETING 	
8	10/12	<ul style="list-style-type: none"> 10-min CONFERENCES • Read Week 8 Material • Week 8 Warm-Up (due 10/18) 	10/14	<ul style="list-style-type: none"> 10-min CONFERENCES 	
9	10/19	<ul style="list-style-type: none"> • 10-min CONFERENCES • Read Week 9 Material • NO WEEKLY WARM-UP 	10/21	<ul style="list-style-type: none"> ZOOM MEETING DUE: OPEN LETTER ROUGH DRAFT • Peer Review 	
10	10/26	<ul style="list-style-type: none"> • NO WEEKLY WARM-UP DUE: OPEN LETTER FINAL DRAFT 	10/28	<ul style="list-style-type: none"> DUE: OPEN LETTER REFLECTION 	
11	11/2	<ul style="list-style-type: none"> • Introduce Ethnography Website Prompt • Read Week 11 Material • Weekly Warm-Up #11 	11/4	<ul style="list-style-type: none"> Q&A ZOOM MEETING 	

12	11/9	<ul style="list-style-type: none"> • Read Week 12 Materials • Weekly Warm-Up #12 (due 11/15) • DUE: ANNOTATED BIB 	11/11	<ul style="list-style-type: none"> • Veteran's Day (no class) 	3
13	11/16	<ul style="list-style-type: none"> • Read Week 13 Material • Weekly Warm-Up #13 (due 11/22) 	11/18	<ul style="list-style-type: none"> • ZOOM MEETING 	
14	11/23	<ul style="list-style-type: none"> • Q&A ZOOM MEETING • NO WEEKLY WARM-UP 	11/25	<ul style="list-style-type: none"> • Non-Instructional day for Thanksgiving Break 	
15	11/30	<ul style="list-style-type: none"> • ZOOM MEETING • (Last chance to ask any questions about the project) • DUE: WEBSITE LINK 	12/2	<ul style="list-style-type: none"> • PRESENTATIONS GROUP #1 	
16	12/7	<ul style="list-style-type: none"> • PRESENTATIONS GROUP #2 • DUE: ETHNOGRAPHY REFLECTION • Last day of instruction 			